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ABSTRACT

A survey of 37 college students with various disabilities was conducted to assess their perceptions of the accommodation process at a medium-sized midwestern university. Students were interviewed about particular accommodations requested and positive and negative aspects of the accommodation process. They also provided quantitative information on: (1) perceptions of classroom accommodation requests; (2) perceived instrumentality of classroom accommodations to enable students to achieve personal and academic objectives; (3) availability of information regarding support and referral services; and (4) overall satisfaction with classroom accommodations. The survey found that the majority of students felt satisfied with the accommodations they received and felt they were familiar with the referral procedures and support services available, but they felt that professors were not familiar with their disabilities or available services. The students felt that requesting a classroom accommodation was stressful. The report stresses the need for inservice training about students with disabilities in higher education. The interview form is appended. (CR)

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Perceptions of Classroom Accommodations Among College Students with Disabilities

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August 12, 1996

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Perceptions of Classroom Accommodations Among College Students with Disabilities

August 12, 1996

There has been a dramatic increase in the number of students with disabilities who are pursuing higher education. In order to meet the needs of this growing population, many colleges and universities have developed programs to promote the education of students with disabilities. While services for these students are being developed, "it is important to implement evaluation activities, not only to demonstrate program effectiveness but also to identify areas for improvement to better meet student needs" (McGuire, Harris, & Bieber, 1987, p. 53). However, in postsecondary educational settings, there is limited empirical research to guide the development of support programs for students with disabilities (Houck, Asselin, Troutman, & Arrington, 1992). In fact, most research that has focused on students with disabilities have focused on students with "learning" disabilities (Greenbaum, Graham, & Scales, 1995; Houck, et al.; McGuire, et al.).

The purpose of this study was to assess the perceptions of the accommodation process for students with a variety of disabilities at a medium sized mid-western university. This will expand the research that has focused only on students with learning disabilities and will identify aspects of the accommodation process that could be addressed through training and information dissemination programs. Consequently, this would improve the development of support programs and better meet the needs of this growing population.

Method

Students with disabilities were considered a "vulnerable" population by our human subjects review committee. With a vulnerable population, even greater care than is normally taken must be made to balance the need to motivate potential respondents with the need to eliminate any possibility of coercion. For this project, the 175 students registered with the Student Disability Services (SDS) office received a letter (see Appendix) from the office's director inviting their participation in a research project. The letter explained that the purpose of the study was to understand students' with disabilities experiences with requesting and receiving classroom accommodations, and that information would be gathered through a 20 to 30 minute telephone interview. Students were told participation was completely voluntary, and if they decided not to be interviewed their status as a student at the university and their ability to receive services

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would not be affected. In order to protect potential respondent confidentiality, students were asked to contact the second author's secretary to schedule an interview if they wished to participate in the research project. Informed consent information (see Appendix) was communicated to students both in writing prior to the interview and verbally at the beginning of the interview. Two to three weeks following the initial letter, a reminder letter was sent to all students. The telephone interviews were conducted during February and early March of 1995. Four graduate students were the primary interviewers for the project. The second author conducted one interview.

The interview protocol (see Appendix) was developed based on a review of related literature (Houck et al., 1992; Nelson, Dodd, & Smith, 1990), and the pragmatic research needs of our institutions American's with Disabilities Act Steering Committee (the project's sponsor). In addition, we conducted preliminary interviews with students with disabilities, interviewer training, pilot tests and role-plays to develop a comprehensive 37-item telephone interview schedule. Qualitative questions addressed particular accommodations requested (such as untimed tests or note-takers), positive and negative aspects of the accommodation process, and the concerns of students with disabilities. Quantitative items, scaled from strongly agree to strongly disagree, addressed four general areas; (1) students' perceptions of classroom accommodation requests, (2) the perceived instrumentality of classroom accommodations in enabling students to achieve personal and academic objectives, (3) the information regarding support and referral services that students and faculty possess, and (4) students' overall satisfaction with classroom accommodations. Demographic questions were also asked. Alternative formats for asking questions were used as necessary.

Results

Thirty-seven of the 175 students with disabilities registered with SDS participated in the interviews, providing a cooperation rate of 21%. We closely followed the telephone survey research literature (Dillman, 1978; Rossi, Wright, & Anderson, 1983) and the suggestions of our human subjects review committee, so it is possible that the 21% cooperation rate is near maximal for this population when using a

"letter of invitation" method for soliciting participation. This suggests that researchers interested in this area should consider developing other methods of obtaining information from students with disabilities in conjunction with their respective human subjects review committee. These methods could include incentives to participate and mailed questionnaires with early reminders.

The majority of respondents were female (57%), single (81%), and approximately half lived off campus (51%). The majority of respondents classified themselves as white (89%) and from the United States (97%). Respondents' age ranged from 19 to 48 with the median age of 24.

Most respondents were seniors (41%) or juniors (30%), followed by sophomores (11%) and first year and graduate level students (16%). Students were enrolled for 3 to 16 credits with the average being 12 credits. Most of the students were in the College of Arts and Sciences (41%), followed by the College of Education, Health, and Human Services (32%), College of Business Administration (14%), and 11% of the students did not report a major.

The quantitative items are listed in Table 1 along with the percent of students who indicated each response option. On a positive note, over half of the students were not embarrassed to ask an instructor for a classroom accommodation, and the students did not think that professors made a big deal out of it when students made a classroom accommodation request. Students felt that, in general, they were treated with respect when they requested and received a classroom accommodation. The majority of students were satisfied with the classroom accommodations they received and would ask for a similar classroom accommodation in the future. The majority of students were familiar with the referral procedures and support services for students with disabilities. The students tended to believe that they were given the same opportunity to learn as their classmates when provided with classroom accommodations.

On the other hand, some areas for improvement were suggested by the data. The majority of students indicted that requesting a classroom accommodation was stressful and that they felt singled out from other students when they requested a classroom accommodation. Some students indicated that they were unsure if their request for a classroom accommodation would be granted, and if the student did not receive a classroom

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accommodation, the student believed it would take them longer to earn their degree. Many students did not think professors were familiar with the referral procedures and support services for students with disabilities. A comparison of the perceptions of students with "invisible" disabilities (Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Learning Disability; N=20) with the perceptions of students with "visible" disabilities (e.g., wheelchair user, vision impairment; N=17) revealed that students with learning disabilities found requesting a classroom accommodation more stressful ($df = 33$, $t = 2.58$, $p=.015$) and were more embarrassed to ask an instructor for a classroom accommodation ($df = 34$, $t = 2.06$, $p = .047$).

All qualitative items were content analyzed to identify and organize the viewpoints among students with disabilities. Some students thought professors did not understand the different types of disabilities, the variability existing among students with disabilities, (even within the same "type" of disability), and what accommodations could be made for these students. Students believed that some professors were not interested in learning about students with disabilities and available accommodations. Some professors simply did not comply with the accommodation request. When some professors complied, they broke confidentiality and singled the student out in class resulting in the entire class knowing the student has a disability. Students indicated that they wanted to be treated with respect and did not like to hear or get the impression from faculty that they can not succeed in college. Some students thought professors believed students with disabilities were trying to take advantage of the situation and attempted to "pull a fast one" on them. Many students were frustrated because they had to "prove" repeatedly that they have the disability in question, particularly those students with "invisible" disabilities. Some professors did not understand that students need accommodations to ensure they get an equal opportunity to succeed in the class.

Students requested and/or received several classroom accommodations. These included taking tests in a quiet room alone or with a test reader; untimed or extended testing times; readers for tests; test questions worded in a simplified straight forward manner; alternate ways to be tested on material (i.e. oral

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or essay); more exams including less material; replacing the lowest test score with a paper; note takers; receiving a copy of the professor's lecture notes and overheads; tutoring; tape recorded lectures; books on tape; extended time for papers and other projects; teachers overlooking spelling errors when spelling errors were a symptom of the disability; writing information such as key concepts and assignments on the board; and for special desks to pull wheelchairs under.

Difficulties due to not receiving requested accommodations included added pressure, stress, and anxiety which resulted in a poor grade on the exam, project, and/or course performance for some students. The positive outcomes of receiving classroom accommodations included increased understanding of course material, enhanced course performance, improved confidence and self-esteem, and decreased stress and anxiety levels. Students felt some professors were understanding, helpful, and supportive once they were educated about the disability and the accommodations the student needed. Students with disabilities felt that receiving the accommodations enabled them to be on more equal footing with students who do not have disabilities.

Discussion

The results of this study must be viewed tentatively because neither the reliability nor the validity of the questionnaire was assessed. It was, however, pilot tested and revised based upon comments and suggestions from students with disabilities. Due to the small sample size, inferences beyond this sample must be made cautiously. However, results of this study do have practical institutional uses and implications and may be useful to other institutions of higher education as well.

Consistent with past research (i.e. Greenbaum et al., 1995), students with disabilities reported that testing accommodations, priority registration, and tutoring were helpful. Also consistent with Greenbaum et al.'s findings was the belief that many professors did <u>not</u> seem to care about students with disabilities, and were not knowledgeable about learning disabilities. This study reported similar findings. Some students thought professors did not understand what it means to be a student with a disability, and did

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not know what accommodations were available. Some students reported that professors seem to pretend to understand when they probably did not. The students with disabilities in this study reported 15 different disabilities and requested 16 different accommodations, making it clear that professors must be familiar with a variety of disabilities and appropriate accommodations. Greenbaum et al.'s suggestions for improving university services included providing inservice programs for faculty, advisors, and counselors about learning disabilities. Based on the reported experiences of students with disabilities in this study, inservice training which targets the learning implications of all disabilities is essential for faculty.

Some students with disabilities that are not visible thought faculty seemed to be more accommodating to students with disabilities that can be seen. Students thought that because their disability is not visible, some professors doubted they have a disability or require accommodations. This is consistent with Aksamit, Morris, and Leuenberger (1987) who stated that "teachers and other professionals who interact with learning disabled students may not recognize the need for modifications of academic programs and other support services because the disability is not visible" (p. 54). An inservice program should summarize the types of problems students with "invisible" disabilities experience and appropriate accommodations. A faculty handbook could also be prepared and distributed to all faculty summarizing faculty legal responsibilities under the ADA, information related to various student disabilities, appropriate accommodations and university resources. Students also need to be thoroughly educated about their disability, appropriate compensatory strategies, their rights and responsibilities, and how to effectively request and receive necessary classroom accommodations. Handbooks for students and faculty regarding student disabilities and accommodations have been developed at our institution.

Researchers have supported evaluation methods to determine what is working and pinpoint the areas in need of improvement (Greenbaum et al., 1995; McGuire et al., 1987). Future research may add to the existing literature through evaluating faculty's perceptions of the accommodation process at the post secondary level. Are there similarities between students with disabilities concerns and faculty's concerns? In addition, instead of just focusing on classroom accommodation, as this study did, other areas on campus that

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provide accommodations for students with disabilities could be evaluated. Some studies have focused on the different academic departments and their willingness or lack of willingness to accommodate students (Nelson et al., 1990). Future studies could focus on other services for students with disabilities on campus such as the library and the student center. Research concerning the perceptions of disabled students and faculty regarding the accommodation process would enable colleges and universities to be increasingly accessible to disabled students.

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Table 1

Percentages of Response Options among Students' with Disabilities

Quantitative items	SD	D	N	A	SA	NAM
Requesting a classroom accommodation is stressful.	11	22	5	38	19	5
I am unsure if my request for a classroom accommodation will be granted.	5	27	14	32	11	11
I am embarrassed to ask an instructor for a classroom accommodation.	35	19	5	22	16	3
I feel singled out from other students when I request a classroom accommodation.	14	19	11	41	16	0
Professors tend to make a big deal out of it when I make a classroom accommodation request.	22	35	14	16	3	11
If I don't receive a classroom accommodation, it will take me longer to earn my degree.	3	14	11	32	30	11
In general, I am treated with respect when I receive a classroom accommodation.	5	5	11	46	24	8
In general, I am treated with respect when I request a classroom accommodation.	3	5	11	46	22	14
In general, I am satisfied with the classroom accommodations I receive.	8	5	8	60	14	5
I will ask for a similar classroom accommodation in the future.	0	3	3	51	35	8
I think (name of university) has a suitable system for providing classroom accommodations for students with disabilities.	22	22	11	30	14	3
With classroom accommodations, I am given the same opportunity to learn as my classmates.	3	3	8	60	27	0
Professors are familiar with the referral procedures for students with disabilities.	24	24	22	24	3	3
Professors are familiar with the support services for students with disabilities.	22	32	30	11	5	0
I am familiar with the referral procedures for students with disabilities.	0	22	8	43	27	0
I am familiar with the support services for students with disabilities.	0	22	3	49	27	0

SD=strongly disagree, D=disagree, N=undecided or neutral, A=agree, and SA=strongly agree, NAM=not applicable or missing data; N=37, rows may not sum to 100% due to rounding error

Appendix

First Letter

Reminder Letter

Informed Consent Information

Interview Protocol

January 30, 1995

2~ 1~
3~
4~

Dear 2~:

I am writing to request your help with an American with Disabilities Act Steering Committee research project coordinated by Dr. Ross Rapaport of the CMU Counseling Center. Dr. Rapaport is also a member of the ADA Steering Committee.

We are interested in understanding disabled students' experiences with requesting classroom accommodations while at CMU. In order to do this, a telephone survey of students with disabilities is planned for February 1995. The survey will focus on what classroom accommodations have been made for students with disabilities and student experiences when these accommodations have been requested. The survey should take about 20-30 minutes. Individual responses will be confidential and only overall responses will be summarized in a report. If you choose to participate, you can decide to end your participation at any time or decide not to answer any question you would prefer not answering. The phone interviews will be conducted by graduate students in the Industrial and Organizational Psychology or Counselor Education programs here at CMU.

We are interested in what is going well for students when a classroom accommodation is requested and what can be improved. Consequently, a positive benefit of your participation in this project is that useful information will be obtained which will be used here at CMU to improve the classroom accommodation process for all students. Our plan is to incorporate the results of this study into faculty training planned for this March. The results of this study may also be reported in professional presentations and/or publication. There are a few possible risks to you if you participate in the project. Some questions involve asking you about your feelings and/or personal beliefs about a topic. These questions may be difficult to answer or may be somewhat anxiety producing. Remember, if you agree to participate, you do not have to answer any question you do not want to answer.

The quality of information gathered in this study will be most useful if as many students as possible agree to be interviewed, however you are under no obligation to participate in this study. Whether you participate in the study or not will in no way affect your status as a student at CMU or whether or not you receive services from this office. If you would like to be interviewed by phone for this project, please call Lorrie Thompson, Administrative Secretary at the Counseling Center at 774-3383 or 774-3381. (TDD users should call me at 774-2568 so that I can help set up a phone interview.) Lorrie will schedule an appointment with you and one of the phone interviewers. The interviewers names are: Tina Elacqua and Brad Kruse from the Psychology Department and Kelly Guthrie and Amy Bartlett from the Counselor Education Department. Amy and Kelly are also interns at the CMU Counseling Center. For purposes of this study, please do not schedule an interview with a person you know. This allows interviewers to be more objective and will further protect your confidentiality as a participant in this research. Call me at 774-3018, TDD 774-2569, or Ross Rapaport at 774-3381 if you have any questions or concerns about the project or if you would like additional information prior to making a decision about whether or not to participate.

Thank you for considering this request.

Sincerely,

Carol Wojcik, Director
Student Disability Services

CENTRAL MICHIGAN
UNIVERSITY

Student Disability Services
Student Life
255 Foust

517 774-3018
517 774-2568 TDD

February 10, 1995

Dear Student,

I am writing to remind you to call Lorrie Thompson at 774-3383 if you are interested in being interviewed for the project on classroom accommodations for disabled students that I wrote you about two weeks ago. The results of this study will be reported back to the ADA Steering Committee and will be used in planning the workshops scheduled for faculty and teaching staff this March. The more students who participate, the better, however, you are under no obligation to be involved in this project.

Data collection will be completed during February and there are a limited number of times available to be interviewed. Please call Lorrie as soon as possible if you would like to be interviewed. Call me at 774-3018/TDD774-2568 or Ross Rapaport at 774-3381 if you have any questions about the project.

Please disregard this letter if you have already scheduled an interview.

Sincerely,

Carol Wojcik

Carol Wojcik, Coordinator
Student Disability Service

MOUNT PLEASANT, MICHIGAN 48859

Interview Schedule
Student Form
for ADA Classroom Accommodations

Developed by:

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Revised 1/04/95 and 1/23/95 and 2/6/95

INTERVIEWER: READ INTRODUCTION TO RESPONDENT BEFORE YOU BEGIN THE INTERVIEW

INTRODUCTION

Hi. May I please speak to _____. My name is _____. I am the person Lorrie Thompson scheduled to interview with you today. Are you still interested in participating in the study concerning classroom accommodations requested by disabled students?

IF NO, SAY if you reconsider and would like to participate, please call Lorrie Thompson at 774-3383. Thank you very much for your time. Good Bye.

IF YES, Is this time still all-right for you to talk with me for about 20-30 minutes? (READ STATEMENT BELOW)

IF NO, Is there another time that would be more convenient?
SET UP TIME_____

PLEASE READ THE STATEMENT BELOW TO THE STUDENT PRIOR TO THE INTERVIEW. THE FOLLOWING INFORMATION ALLOWS STUDENTS TO MAKE AN INFORMED DECISION REGARDING WHETHER OR NOT THEY CHOOSE TO PARTICIPATE IN THIS PROJECT. THIS INFORMATION IS THE PORTION OF THE STUDY WHERE RESPONDENT'S INFORMED CONSENT TO PARTICIPATE IS OBTAINED. PARTICIPATION IN THE STUDY AFTER READING CAROL WOJCIK'S LETTER, CALLING LORRIE THOMPSON TO SCHEDULE AN INTERVIEW, AND PROVIDING STUDENTS WITH THE INFORMATION BELOW PRIOR TO BEGINNING THE SURVEY SHOULD BE ADEQUATE FOR MEETING INFORMED CONSENT ETHICAL GUIDELINES. PLEASE INITIAL THE STATEMENT AFTER YOU READ IT TO THE STUDENT.

I would like to thank you in advance for participating in this project. What I am about to read to you is a pretty long statement that takes about 4 minutes to read through. Please bear with me because the Institutional Review Board which monitors research conducted at CMU requires me to read this. I also personally think this information is important. Please feel free to stop me at any time if you have any questions or you can ask me questions at the end of the statement. This statement is intended to provide you with important information about the study and your participation in it.

INTERVIEWER - CHECK OFF PARAGRAPHS AS THEY ARE READ TO THE RESPONDENT

_____ First, did you receive and read the letter sent by Carol Wojcik describing the study?
YES ASK - Do you have any questions about the letter or the project?
IF YES - ANSWER THE QUESTIONS
IF NO - MOVE TO NEXT SECTION

NO ASK - Would it be all-right if I read the letter to you?
IF NO - Thank you for your time. Good bye.
IF YES - read the letter. THEN ASK - Would you like another copy of the letter?
IF YES - OBTAIN NAME AND ADDRESS AND GIVE TO RJR. HE WILL TAKE CARE OF SENDING THE INFORMATION TO THE STUDENT. MOVE ON TO NEXT SECTION.
IF NO - MOVE ON TO NEXT SECTION

INTERVIEWER - CHECK OFF PARAGRAPHS AS THEY ARE READ TO THE RESPONDENT

_____ The main purpose of this project is to obtain disabled students' thoughts and opinions about their experiences at CMU when and if they have ever requested a classroom accommodation to help in their learning.

_____ The interview should take 20-30 minutes.

_____ For your information, individual answers to interview questions are confidential to the researchers and only summary information that can not be related back to specific individuals will be reported. Student names will not be written on the forms used to record comments. If you and other students choose to identify your specific disability, it will be recorded into a general category rather than by the specific disability. The completed interviews will be kept in a locked location in the Counseling Center and appropriate computer protection will be maintained to protect the confidentiality of the information provided by students.

_____ Participating in this study hopefully will help all students who need classroom accommodations. We plan to use the results of this study in training and education of faculty and staff. Results may also be reported in professional presentations and/or publication.

_____ The risks to you in terms of your participating in the study are minimal. As I mentioned earlier we are being very careful to ensure that all information from these interviews is kept strictly confidential and security protected. However, some questions I will be asking concern your feelings and/or your personal beliefs about a topic. These questions may be difficult to answer or may be somewhat anxiety producing.

_____ Remember, your participation in this study is voluntary and you do not have to answer any question you do not want to answer. You are free to withdraw from the study at any time.

_____ Whether or not you participate in this study will not affect your status as a student at CMU and will have no affect upon your eligibility to receive any university services including services from the Student Disability Services office.

_____ If you have any questions or concerns about the study contact Dr. Ross Rapaport at 774-3381 or Carol Wojcik at 774-3018/TDD 774-2568.

_____ For your information, I will be taking notes while I am talking to you so I can summarize your comments accurately.

_____ Do you have any questions before starting the interview?
IF YES - ANSWER QUESTIONS
IF NO - MOVE ON

_____ Feel free to ask questions at any time.

INITIAL TO INDICATE THAT YOU READ THE STATEMENT TO THE STUDENT_____

ENTER HERE DATE OF INTERVIEW: _____

ENTER HERE STARTING TIME OF INTERVIEW:_____

QUALITATIVE QUESTIONS

1. What type of disability do you have? (CHECK ALL THAT APPLY.)

_____ a. learning disability
_____ b. chronic condition
_____ c. hearing impaired
_____ d. vision impaired
_____ e. orthopedic
_____ f. traumatic head injury
_____ g. heart/lung
_____ h. wheelchair user
_____ i. cerebral palsy
_____ j. other

2. What is your one greatest concern in the instruction of students with _____ (NAME THE DISABILITY THE STUDENT HAS)?

3. Have you requested a specific classroom accommodation pertaining to your disability?

_____ yes IF YES, GO TO QUESTION 4 (BELOW)
_____ no IF NO, GO TO QUESTION 10

4. What was the classroom accommodation(s) that you requested?

5. What classroom accommodation(s) was made?

6. What are 1 or 2 aspects that went well regarding the classroom accommodation?

7. What are 1 or 2 aspects that did not go well regarding the classroom accommodation?

8. What are 1 or 2 ways receiving the classroom accommodation affected your performance in the class?

9. What are 1 or 2 ways the lack of the classroom accommodation affected your performance in the class?

10. Are you considering leaving CMU?

_____ yes IF YES, ASK - Are any of the reasons related to CMU's facilities or lack of facilities to accommodate your disability?

IF YES, ASK - Can you give me some examples?

IF NO - GO TO NEXT QUESTION

_____ no GO TO NEXT QUESTION

QUANTITATIVE QUESTIONS

INTERVIEWER: READ INSTRUCTIONS TO THE RESPONDENTS

INSTRUCTIONS:

I am going to read you a series of statements. For each statement, please tell me whether you

Strongly Disagree
Disagree
are Undecided or Neutral
Agree
or Strongly Agree

Please take the time to think about your answers before you respond.

Would you like me to repeat the choices so you can write them down?
IF YES REPEAT CHOICES SLOWLY
IF NO SAY - Ok, well let me know if you want me to repeat them at any time. MOVE ON...

INTERVIEWERS: USE SD, D, N, A, OR SA TO RECORD RESPONSES

_____ 11. Requesting a classroom accommodation is stressful.

_____ 12. I am unsure if my request for a classroom accommodation will be granted.

_____ 13. I am embarrassed to ask an instructor for a classroom accommodation.

_____ 14. I feel singled out from other students when I request a classroom accommodation.

_____ 15. Professors tend to make a big deal out of it when I make a classroom accommodation request.

_____ 16. If I don't receive a classroom accommodation, it will take me longer to earn my degree.

_____ 17. In general, I am treated with respect when I receive a classroom accommodation.

_____ 18. In general, I am treated with respect when I request a classroom accommodation.

_____ 19. In general, I am satisfied with the classroom accommodations I receive.

_____ 20. I will ask for a similar classroom accommodation in the future.

_____ 21. I think CMU has a suitable system for providing classroom accommodations for students with disabilities.

_____ 22. With classroom accommodations, I am given the same opportunity to learn as my classmates.

INTERVIEWERS: USE SD, D, N, A, OR SA TO RECORD RESPONSES

_____ 23. Professors are familiar with the referral procedures for students with disabilities.

_____ 24. Professors are familiar with the support services for students with disabilities.

_____ 25. I am familiar with the referral procedures for students with disabilities.

_____ 26. I am familiar with the support services for students with disabilities.

DEMOGRAPHICS

Now I am going to ask you some questions about yourself. This section is optional so please feel free to say "skip" if you choose not to answer a particular question.

27. Are you a male or a female?

_____ Male
_____ Female

_____ Skip

28. What year are you in?

_____ Freshmen
_____ Sophomore
_____ Junior
_____ Senior
_____ Graduate Student
_____ Other specify: _____

_____ Skip

29. How many credit hours are you taking? _____

_____ Skip

30. How old are you? _____

_____ Skip

31. What is your ethnicity? Here are the categories used by the university. READ CATEGORIES TO RESPONDENT

_____ Hispanic
_____ African American
_____ White
_____ Asian or Pacific Islander
_____ Native American or Alaskan Native
_____ Other specify: _____

_____ Skip

32. Are you an international student?

_____ Yes
_____ No

_____ Skip

33. What is your marital or relationship status? Here are the categories used by the university. READ CATEGORIES TO RESPONDENT

_____ Married
_____ Single
_____ Divorced
_____ Widowed
_____ Living with significant other

_____ Skip

34. Do you live on or off campus?

_____ live on campus
Do you live in a residence hall or other university housing?
_____ Residence Hall
_____ University Housing

_____ live off campus
Do you live within 25 miles of CMU?
_____ Yes (within 25 miles of CMU)
_____ No (greater than 25 miles of CMU)

_____ Skip

35. What is your major?

_____

_____ Skip

Ok, two more questions to wrap up.

36. Are there any areas, other than the classroom, where you have felt positive about CMU making accommodations for people with your disability or other disabilities?

37. Are there any areas, other than the classroom, where you have concerns about CMU making accommodations for people with your disability or other disabilities?

We are about finished. Do you have any questions? ANSWER QUESTIONS IF THEY DO

Thank you very much for participating. If you would like a summary of the findings of this study, please contact Dr. Ross Rapaport towards the end of spring semester, or I could take your address now. If you have any additional questions or concerns about the study call Dr. Ross Rapaport at 774-3381, and he would be happy to answer them for you.

Thank you again.
Bye.

ENTER HERE ENDING TIME OF INTERVIEW:_____

APPENDIX FOR
INTERVIEW SCHEDULE
STUDENT FORM
ADA CLASSROOM ACCOMMODATIONS

1. What type of disability do you have?

_____ Learning Disability
_____ Chronic Condition
_____ Hearing Impaired
_____ Vision Impaired
_____ Orthopedic
_____ Traumatic Head Injury
_____ Heart/Lung
_____ Wheelchair users
_____ Cerebral Palsy
_____ Other specify:_____

4. What was the classroom accommodation(s) that you requested?

Accommodations:

_____ Readers
_____ Braille books
_____ Audio tape recorded books
_____ Raised line drawings of diagrams, charts, and illustrations
_____ Relief maps
_____ Three-dimensional models of physical organs, shapes, microscopic organisms, etc.
_____ Talking calculators
_____ Speech-time compressors
_____ Paperless braille machines
_____ Braille computer terminals
_____ Reading machines
_____ Slate and stylus
_____ Audio recorded lectures
_____ Oral examination
_____ Audio taped tests
_____ Sighted guide for field trips
_____ Waived courses which are extremely "visual"
_____ Large print books
_____ Closed-circuit TV magnifier
_____ Large print typewriter
_____ Large print on chalkboard
_____ Enlarged print on overhead projector
_____ Enlarged print on tests
_____ Allowed to write on tests rather than computer scanned forms
_____ Note-takers
_____ Untimed tests
_____ Reduced class load

_____ Directions to test read to student and repeated to student
_____ Paper vs. tests
_____ Audit class before taking it
_____ Access to a reader
_____ Other's proofreading
_____ Having papers typed
_____ Early registration
_____ Analyze the process as well as final solution
_____ Modified lighting conditions
_____ Lip reading
_____ Interpreters
_____ Real-time accommodation
_____ Provide copy of lecture notes
_____ Allow time for students with speech impairments to express self
_____ Use of "speaking" machines activated by punching a keyboard with head pointer or mouth wand
_____ Augmentive devices

OTHER CLASSROOM ACCOMMODATIONS:

5. What classroom accommodation was made?

Accommodations:

_____ Readers
_____ Braille books
_____ Audio tape recorded books
_____ Raised line drawings of diagrams, charts, and illustrations
_____ Relief maps
_____ Three-dimensional models of physical organs, shapes, microscopic organisms, etc.
_____ Talking calculators
_____ Speech-time compressors
_____ Paperless braille machines
_____ Braille computer terminals
_____ Reading machines
_____ Slate and stylus
_____ Audio recorded lectures
_____ Oral examination
_____ Audio taped tests
_____ Sighted guide for field trips
_____ Waived courses which are extremely "visual"
_____ Large print books
_____ Closed-circuit TV magnifier
_____ Large print typewriter
_____ Large print on chalkboard
_____ Enlarged print on overhead projector
_____ Enlarged print on tests
_____ Allowed to write on tests rather than computer scanned forms
_____ Note-takers
_____ Untimed tests
_____ Reduced class load
_____ Directions to test read to student and repeated to student
_____ Paper vs. tests
_____ Audit class before taking it
_____ Access to a reader
_____ Other's proofreading
_____ Having papers typed
_____ Early registration
_____ Analyze the process as well as final solution
_____ Modified lighting conditions
_____ Lip reading
_____ Interpreters
_____ Real-time equipment
_____ Provide copy of lecture notes
_____ Allow time for students with speech impairments to express self
_____ Use of "speaking" machines activated by punching a keyboard with head pointer or mouth wand
_____ Augmentive devices

OTHER CLASSROOM ACCOMMODATIONS:

34. What is your major?

College of Arts and Sciences
_____ Art
_____ Biology
_____ Broadcast and Cinematic Arts
_____ Chemistry
_____ Computer Science
_____ Economics
_____ English Language and Literature
_____ Foreign Languages, Literature, and Cultures
_____ Geography
_____ Geology
_____ History
_____ Industrial and Engineering Technology
_____ Journalism
_____ Mathematics
_____ Military Science
_____ Music
_____ Philosophy
_____ Physics
_____ Political Science
_____ Religion
_____ Sociology, Anthropology, and Social Work
_____ Speech Communication and Dramatic Arts

College of Business Administration
_____ Accounting
_____ Business Law and Regulation
_____ Finance
_____ Management
_____ Marketing and Hospitality Services Administration
_____ Office and Information Systems

College of Education, Health, and Human Services
_____ Communication Disorders
_____ Counseling and Special Education
_____ Educational Administration and Community Leadership
_____ Health Education and Health Science
_____ Human Environmental Studies
_____ Physical Education and Sport
_____ Psychology
_____ Recreation, Parks, and Leisure Services Administration
_____ Teacher Education and Professional Development
_____ Other (INTERVIEWER SPECIFY OTHER)_____
_____ Undecided